

Critical, Innovative, and Creative Thinking Rubric (CICTR)

Developed by members of the Monday Critical Thinking Working Group Spring 2009

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A **rubric** is a tool used to assess or to help teach. **Rubric items** below can be used together, separately, or incorporated into other (content) rubrics to teach or evaluate critical, innovative, and/or creative thinking. Weight of individual **items** (use of points) can vary depending on the intent and/or needs of the instructor/assignment. Please feel free to adapt this rubric/these **items** to your own needs. Not all **items** need to be used.

Emerging —showing minimal effect of the new information or instruction on measurable characteristics	Developing —showing progress, change, distinct measurable characteristics exhibited	Proficient —exceeds developing, measurable characteristics and exhibits skills beyond expectations
1. Identifies, summarizes (and appropriately reformulates) the problem, question, issues.		
Emerging—attempts to identify, summarize, or reformulate.	Developing—identifies, summarizes, and/or reformulates the problem, question, or issues, but lacks some clarity/depth. Some details may be missing.	Proficient—clearly identifies, summarizes, and reformulates the problem, question, or issues. Adds essential details/new ideas for clarification/help in analyzing.
2. Identifies and considers the influence of context* and assumptions.		
Emerging— Superficial. Does not recognize context or implications or ethics. Does not acknowledge own biases.	Developing—recognizes some context or implications or ethics. Not superficial. Offers suggestions and acknowledges own biases.	Proficient—identifies context, implications, and ethics—offers definite solutions to these and ideas for countering own biases.
*Contexts may include: Cultural/social (Group, national, ethnic behavior/attitude) Educational (Schooling, formal training) Technological (Applied science, engineering) Political (Organizational or governmental) Historical (Development, process, forces of change)		
Scientific (Conceptual, basic science, scientific method) Economic (Trade, business concerns costs) Ethical (Values) Personal Experience (Personal observation, informal character)		
3. Develops, presents, and communicates OWN perspective, hypothesis, or position.		
Emerging – shows little or no original consideration, has a single view or varies only slightly from initial position, doesn't present evidence or justify stance, opinion, or position, position or hypothesis is unclear or simplistic.	Developing – minimal original thinking is evident; defends and justifies own position from different views/stances with justifying reasons/facts, but not be complete or clearly presented; position or hypothesis may be general, not all details presented or superficial or gaps exist.	Proficient – significant original thinking/new ideas are presented; clearly takes a stance and supports the stance with evidence; clearly presents own view; addresses other possible views but justifies own view/stance; position or hypothesis is specific, sophisticated, and clearly and thoroughly developed.
4. Presents, assesses, and analyzes appropriate supporting data/evidence.		
Emerging – doesn't demonstrate search, selection, and evaluation of sources' skills, repeats information provided; dismisses evidence without justification; doesn't distinguish between fact, opinion, and value judgments; presents evidence and ideas out of sequence; evidence is simplistic, inappropriate, or not related to the topic.	Developing – some evidence of search, selection, and evaluation of sources' skills; provides some evidence with justification but may not be enough or clearly stated or presented sequentially; does not recognize biases; assignment may be complete but not thorough.	Proficient – evidence of exceptional search, selection, and evaluation of sources' skills; provides evidence with justification, distinguishing between fact, opinion, and value, recognizes biases; logical sequence of ideas/justification; goes above and beyond assignment.

5. Integrates issue using transdisciplinary perspectives and positions.		
Emerging – adopts a single idea, perspective, or position; no analysis or integration of other perspectives; states own ideas/position without justification or thought processes shared; no other views stated; no evidence of reflection and self assessment.	Developing – addresses other perspectives/positions/ideas; analyzes these, but may not be complete or thorough; some integration of own ideas with other perspectives/positions exhibited, mostly accurate but without thorough justification/thought processes evident; some evidence of reflection and self assessment evident.	Proficient – addresses multiple perspectives from outside views/information/sources; analyzes and integrates multiple perspectives with analogies or evidence; integrates own ideas with other perspectives with judgment and justification; analysis of other positions is complete, accurate, and respectful; integrates different disciplinary and epistemological ways of knowing in unanticipated combinations; connects to career, civic, and life responsibilities; evidence of reflection and self assessment.
6. Identifies, assesses, and (can apply/practice) conclusions, implications, and consequences.		
Emerging – does not identify, assess, or apply conclusions, implications, and/or consequences; outcomes not clearly stated.	Developing – identifies, assesses, and indicates ways to apply conclusions, implications, and/or consequences; shows some understanding of outcomes; shows some application and effects on others; some areas not completely developed.	Proficient – clearly identifies, assesses, and put into practice conclusions, implications, and/or consequences; extends these to practice, real life, and effect on others; shows balance in application; qualifies evidence within context; consequences are considered and addressed; implications are developed considering ambiguities.
7. Communicates innovatively, appropriately, and effectively for the given context/discipline.		
Emerging – language often obscures meaning; style/delivery is inconsistent or inappropriate for the audience; organization is not logical or consistent; few sources are cited or used correctly. No evidence of understanding of economic, legal, and social issues.	Developing – language does not interfere with communication of ideas; style/delivery is sometimes distracting to audience; transitions connect ideas, but not all organization is logical or sequential; most sources and format are correct. Demonstrates some understanding of economic, legal, and social issues involved with the use of the information.	Proficient-language clearly communicates ideas; style/delivery is appropriate for audience; sequential organization; original media use; new delivery; use of metaphors, etc. All sources are cited correctly. Demonstrates understanding of economic, legal, and social issues involved with the use of the information.
8. Presents, integrates, and demonstrates creative and innovative thinking.		
8a. Check list for Attitudes—not measurable—check off as opposed to assigning points)		
<input type="checkbox"/> Emerging-sees issues as black or white/absolutes/true or false.	<input type="checkbox"/> Developing-begins differentiating between black and white, etc. Recognition of others' views/opinions/ideas.	<input type="checkbox"/> Proficient-tolerance (and non-judgment) for ambiguity and simultaneously holding contradictory ideas. Acknowledging and accepting of uncertainty.
8b. Checklist for Behaviors—not measurable—check off as opposed to assigning points)		
<input type="checkbox"/> Emerging-works with set or established concepts only.	<input type="checkbox"/> Developing-beginning to use processes that induce creativity; sees new ways/ideas/thinks out of the box.	<input type="checkbox"/> Proficient-incorporates brainstorming, collaboration, concept mapping, embraces (demonstrates use of) processes that induce creativity. Using teamwork to innovate/work with others.

8c. Demonstrated characteristics—measurable—assign points		
Emerging-exhibits some own opinions, uses some established opinions, but begins to be open to opinions of others/alternate ideas. Exhibits some attitudes and behaviors to incorporate some new concepts.	Developing-exhibits attitudes and behaviors to incorporate new concepts, but inconsistently. Shows some creative or innovative ways to describe issues and/or solutions.	Proficient-exhibits attitudes and behaviors to consistently consider/devise/incorporate new ideas/thinking/work. Curiosity shown by intent to study in another area or explore next step(s). Imagination shown by exploring “what ifs” or change the ending scenarios. Leverages information from other disciplines. Sees the big picture without bias. Demonstrates initiative and risk taking.

CICTR is based on the WSU’s “Guide to Rating Critical and Integrative Thinking” (Fall, 2006)

Overall Rating/Summary Chart

	Criteria	Score or points received
1.	Identify problem, question, or issue	
2.	Consider context and assumptions	
3.	Develop own position or hypothesis	
4.	Critically analyzes supporting data	
5.	Integrates (or thinks critically about) other perspectives	
6.	Identify conclusions and implications	
7.	Communicates effectively	
8.	Integrates creative and innovative thinking	
Total points assigned		
Percentage		
Comments:		